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THE NEW YORK

# LATIN LEAFLET

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The internal purpose of this publication is to provide a Clearing House for secondary classical teachers in New York and vicinity or anywhere else; to afford an opportunity to younger classical scholars anywhere for the publication of their more modest endeavors along the line of original work, which might not otherwise see the light; to stimulate the teaching and quicken the student activity in the classical work in the high schools of Greater New York. The external purpose is to establish one or more College-entrance-scholarships for the most successful graduates from high schools in New York City, to be awarded on a competitive examination. The proceeds over and above expenses will be devoted to a scholarship fund. The labor involved is a labor of love.

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## The Subjunctive of Obligation or Propriety

Professor Hale's note on page 2 of THE LATIN LEAFLET for April 22, 1901, in which he apparently implies that I borrowed from him the substance of my article on the Subjunctive of Obligation or Propriety, seems to call for a word of explanation from me. My theory regarding the Subjunctive of Obligation or Propriety was first announced and discussed in 1894 in The American Journal of Philology. I afterward discussed the theory in a separate paper entitled "A Neglected Use of the Latin Subjunctive", which Professor Hale, as American editor of The Classical Review, accepted for publication in that periodical (XII, p 199). Quite apart from the question as to my honesty, it must, I think, be evident to all that, if I had borrowed from Professor Hale the views expressed in the article mentioned, I should have regarded Professor Hale himself as the one man to whom I must not send the article for publication. In speaking of this article, Professor Hale now says in THE LEAFLET, "Its main view was one that I had already been teaching and some of the typical examples, as it happens, are to be found in the note books of my students in Chicago". I feel that I owe it to myself to say that all the new interpretations and explanations offered in the article referred to were entirely original with myself and that I was not indebted for them in the slightest degree to Professor Hale or to anybody else. Indeed I supposed they were in direct conflict with Professor Hale's views, and it would therefore be more nearly correct to say that I formed my conclusions in spite of

his views (as I supposed) rather than in consequence of them. It is, however, perfectly true that the phrase "obligation or propriety" was first used by Professor Hale and I now regret exceedingly that I did not say so in my original article. My reason for not saying so at the time must have been that his use of the phrase, as I understood it, involved nothing that was new. Though I had frequently heard Professor Hale use the phrase, it was only in connection with the types *cur laeter?*, *nihil est quod gandeam*, and such "statements" of past obligation as *ne emissis*. But these expressions have always been generally felt and interpreted as meaning "Why should I (ought I to) rejoice?", "There is no reason why I should rejoice", "You ought not to have bought". And in describing the force of the mood in these expressions, it would be difficult for anyone to avoid using the words obligation or propriety. The use of these words by Professor Hale in connection with such expressions seemed to me merely an obvious recognition of the prevailing view, and did not therefore at the time seem to me sufficiently important to call for special notice. My own papers, on the other hand, were chiefly devoted to the discussion of such types as *non recedamus*, *non sileas*, *non contempseris*, *neque audiamus*, *nec putaveris*, etc., and my use of the phrase "obligation or propriety" in connection with such phenomena involved interpretations and explanations that had, so far as I know, never been suggested before. To be sure, in his Chicago Syllabus (1895), as I have recently discovered, Professor Hale recognizes as a subdivision under the Volitive Subjunctive a "Virtual Statement of Present Obligation (rarer; neg. *non*)", but this syllabus was not published until two years after I had sent to The American Journal of Philology my own papers on The Latin Prohibitive, in which I first plead for the recognition of such a use. There was nothing of the sort in Professor Hale's Cornell Syllabus and, so far as I am aware, nothing of the sort was taught by Professor Hale while at Cornell. So far then as I knew Professor Hale's views regarding the uses I discussed, the only points in

common between his views and my own were points in which our views did not differ in the least from those of scholars in general. I did not therefore feel indebted to him for these views. All the other views expressed were original with me. I was quite as much surprised as I was delighted to learn from THE LATIN LEAFLET of last year that Professor Hale now regards such expressions as *non sis* (Plaut. Trin. 133), *non recedamus* (Cic. Fam. 9 16 7) as "Statements of Obligation or Propriety". It was the first intimation I had had that anyone but myself held this view of such phenomena. The fact that Professor Hale and myself have reached this same view independently and working from entirely different directions (see The Latin Prohibitive) increases the probability of its correctness.

H C ELMER

Cornell University

#### A Communication from Professor Hale

To the Editor of THE LATIN LEAFLET:

My dear Sir:

In a recent paper in THE LEAFLET, discussing Professor Bennett's view of the origin of the Subjunctive after *dignus qui*, and setting forth my own earlier and present views, I spoke of the syllabus of the Latin Subjunctive which I had worked out at Cornell, and mentioned having left a copy of it, with explanations, in the hands of my successor. Professor Bennett assures me that no copy was left with him, and that indeed he did not know of the existence of such a Syllabus at that time. I cannot account for the difference of memory. My purpose was to put my successor, for his convenience, in possession of the general points of view and the classifications and nomenclature—at that time in many respects novel—which I had worked out, and which Mr Elmer and I had applied in our class-room work. My students were provided with this Syllabus (a mimeographed sheet), and indoctrinated with it; and all teachers know that active-minded young persons are likely to be struck by differences of instruction in such matters. It was clear that I ought not to neglect to put Professor Bennett in control, so far as I could, of what I had done. I have independent evidence that for this reason I intended to give him a copy of the Syllabus, and to explain my points of view; and also that, not long afterward, I believed that I had done so. It still seems to me possible that I did so; that upon Professor

Bennett's return from Ithaca to his home the Syllabus went the common way of papers which a traveller accumulates; and that the matter then passed out of his mind. It would at that time, at any rate, have seemed of less consequence to him than to me, and might easily have been forgotten. But, on the other hand, it is of course possible that in some way I failed to carry out my purpose, and that, in my later memory, intention became confused with fact. In either case, however, it is beyond a doubt that Professor Bennett was not in possession of the Syllabus. I accordingly trust that you will be able to allow me space for this correction, which I very gladly make.

Very truly yours,

W G HALE

Kineo, Maine, Sept. 12, 1901

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1 The introduction of Latin into the last two grades of the Grammar Schools of New York City.

2 The establishment of College Entrance Scholarships for competent graduates from the High Schools of New York City.